

## A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area

Mr. Sharad V. Sawalkar<sup>1</sup>

### ABSTRACT:

The study was conducted on 30 students of rural area and 30 of urban area were randomly selected from Chalisgaon and Pachora Talukas of Jalgaon District. The criterion measure chosen to test the hypothesis in this study was aggression inventory by M. K. Sultania (2006) and emotional intelligence scale by Dr. S. K. Mangal and Dr. Shubhra Mangal (2004). The data was collected through direct contact with the respondents. The findings revealed that there is no significant difference between Aggression level among rural and urban area students, the calculated 't' ratio was 0.148. There is significant difference between Emotional Intelligence among rural and urban area students, the calculated 't' ratio was 1.269.

**Keywords:** *Emotional Intelligence, Aggression, Urban and Rural.*

### INTRODUCTION

Students Emotional Intelligence development is dependent on training and environment of their colleges, because of colleges are the most important background to develop Emotional Intelligence for students. Aggression is counted in negative emotion, because most of time due to aggression persons takes harmful decisions. Physical aggression, a type of direct aggression, has been shown to perpetuate itself, particularly when it starts during the elementary school years (Broidy et al., 2003). Emotional Intelligence development will help to control on aggression level of students. Some of the factors are affected on personal development which may be the causes of aggression.

**Consequences** Most young people experience some occasional relational victimization, and although it is distressing and painful, it may not be damaging in the long term. Ongoing or severe relational aggression, however, deserves a targeted, measured response because of the negative effects experienced by all those involved.

**Victims** Being a victim of relational aggression may result in peer rejection, social anxiety, loneliness, depression, a lowered sense of self-worth, and acting out behaviors (Crick, Casas, & Nelson, 2002). Physical fights at school often follow incidents of relational aggression that have already occurred between the students.

---

<sup>1</sup>Ph.D. Research scholar; North Maharashtra University, Jalgaon

## **A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area**

Having a close friend may provide a buffer for students experiencing relational aggression, but if the relational aggression occurs between close friends, the consequences tend to be more severe and can include social anxiety, social avoidance, loneliness, psychological distress, difficulties with self-control, and acting out behaviors (Crick & Nelson, 2002).

**Perpetrators** Students who use relational aggression tend to have both internalizing difficulties (e.g., depression or social anxiety) and externalizing difficulties (e.g., disruptive behavior or poor impulse control) and tend to be consistently rejected by peers. But the tendency to use relational aggression depends on the social context, age, and reputation of the student. Psychosocial maladjustment may be a predicted outcome for both boys and girls who use relational aggression (Crick et al., 1999).

**Emotional intelligence** Adolescence is the most vulnerable stage to the emotional problems, they are not understand how to react in different emotional stages, thus teaching them about emotions and how they understanding with others as well as their dealings can be very supportive in their daily efforts and maintaining good relationships with relatives and society. Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's own thinking and action (Salovey and Mayer 1990). Regarding the present emotional state of adolescents, Goleman (1995) cited that "there is a world-wide trend for the present generation to be more troubled emotionally than the last; more lonely and depressed; more angry and unruly; more impulsive and angry and more nervous and prone to worry."

### **OBJECTIVE**

The main objective of the present study is to compare aggression and emotional Intelligence among college students on the basis of rural and urban area.

- (i) To study the difference between aggression of college students of urban and rural area.
- (ii) To study the difference between Emotional Intelligence of college students of urban and rural area.
- (iii) To study the difference between aggression and Emotional Intelligence of Boys and Girls college students of urban and rural area.

### **HYPOTHESIS:**

- H1** There will be no significant difference between aggression level of urban and rural area students.
- H2** There will be no significant difference between Emotional Intelligence level of urban and rural area students.
- H3** There will be no significant difference between aggression level of Boys and Girls students of urban area.

## **A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area**

- H4** There will be no significant difference between aggression level of Boys and Girls students of rural area.
- H5** There will be no significant difference between Emotional Intelligence level of Boys and Girls students of urban area.
- H6** There will be no significant difference between Emotional Intelligence level of Boys and Girls students of rural area.

### **MATERIALS AND METHODS**

**Sample:** The sample for the present study consisted of school going tribal adolescents of 18 - 25 years.

**Sample Size:** For selecting the sample a villages of Chalisgaon and Pachora taluka was purposively selected on the basis of availability of rural students of 18-25 years and availability of urban students from district level. 60 college students (30 Rural and 30 Urban) of 18-25 years were selected randomly.

### **TOOLS USED FOR DATA COLLECTION**

- (i) **Aggressions Inventory (AI) (2006)** aggression in selected subjects was assessed by eight dimensional aggression inventory prepared by Sultania M. K. It comprise of eight aspects of aggression i.e. assault, indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression and guilt. The reliability of this inventory is 0.67 while the validity is 0.45. Higher the score, higher the hostile aggression is the direction of scoring in this inventory.
- (ii) **Mangal Emotional Intelligence Inventory (MEII) (2004):** It was used to assess the emotional intelligence of the students, inventory prepared by Mangal S.K., Mangal Shubhra. A proper instruction was given to the students before distributing the questionnaire. Researcher observed them all and also helped them wherever they found difficulty. After they all replied and 30-40 min and returned the question booklet. The data were collected through the scoring table of the manual.

### **DATA COLLECTION**

The selected subjects were approached by the investigator as per the convenience of the colleges. Firstly the subjects were asked to fulfill the required information in the appropriate columns of the Aggression scale. After that emotional intelligence inventory was given to the subjects in the classroom settings. The necessary instructions were given to the subjects and were asked to fill required information. The respondents were asked to read the inventory carefully and respond to each item. The total time allocated was 30-40 minutes.

## A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area

### VARIABLES:

#### Independent variables:

**Area:** 1. Rural 2. Urban

**Gender:** 1. Girls 2. Boys

#### Dependent variables:

1. Aggression level
2. Emotional Intelligence level

### ANALYSIS

H01 There will be no significant difference between aggression level of urban and rural area students.

Group	N	Mean	S. D.	't'	Remark
Urban	30	33.43	6.43	.148	N.S.
Rural	30	33.20	5.80		

\* Significant at .05 Level

The above table no. '1' shows the descriptive statistics of the aggression level. The Mean of urban area students 33.43 and for rural area students 33.20, whereas for urban area students S.D. 6.43 and S.D. for rural area students 5.80, obtained t-value is .148 which is found significant at 0.05 level. Therefore, it can be concluded that the H01 "There will be no significant difference between aggression level of urban and rural area students." is selected.

H02 There will be no significant difference between Emotional Intelligence level of urban and rural area students.

Group	N	Mean	S. D.	't'	Remark
Urban	30	59.77	12.02	1.269	N.S.
Rural	30	63.43	10.29		

\* Significant at .05 Level

The above table no. '2' shows the descriptive statistics of the personality. The Mean of urban area students 59.77 and for rural area students 63.43, whereas for urban area students S.D. 12.02 and S.D. for rural area students 10.29, obtained t-value is 1.269 which is found significant at 0.05 level. Therefore, it can be concluded that the H02 "There will be no significant difference between Emotional Intelligence level of urban and rural area students" is selected.

**A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area**

H03 There will be no significant difference between aggression level of Boys and Girls students of urban area.

Group	N	Mean	S. D.	't'	Remark
Boys	30	33.53	6.90	.274	N.S.
Girls	30	33.10	5.23		

\* Significant at .05 Level.

The above table no. '3' shows the descriptive statistics of the personality. The Mean of boys 33.53 and for girls 33.10, whereas for boys S.D. 6.90 and S.D. for girls 5.23, obtained t-value is .274 which is found significant at 0.05 level. Therefore, it can be concluded that the H03 "There will be no significant difference between aggression level of Boys and Girls students of urban area." is selected.

H04 There will be no significant difference between aggression level of Boys and Girls students of rural area.

\*

Group	N	Mean	S. D.	't'	Significant
Boys	30	62.27	12.61	1.16	N.S.
Girls	30	60.93	9.88		

Significant at .05 Level

The above table no. '4' shows the descriptive statistics of the personality. The Mean of boys 62.27 and for girls 60.93, whereas for male S.D. 12.61 and S.D. for girls 9.88, obtained t-value is 1.16 which is found significant at 0.05 level. Therefore, it can be concluded that the H04 "There will be no significant difference between aggression level of Boys and Girls students of rural area." is selected.

H05 There will be no significant difference between Emotional Intelligence level of Boys and Girls students of urban area.

Group	N	Mean	S. D.	't'	Remark
Boys	30	25.90	5.12	4.61	N.S.
Girls	30	25.58	5.22		

\* Significant at .05 Level

The above table no. '5' shows the descriptive statistics of the personality. The Mean of boys 25.90 and for girls 25.58, whereas for male S.D. 5.12 and S.D. for girls 5.22, obtained t-value is 4.61 which is found significant at 0.05 level. Therefore, it can be concluded that the H05 "There will be no significant difference between Emotional Intelligence level of Boys and Girls students of urban area." is selected.

## A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area

H06 There will be no significant difference between Emotional Intelligence level of Boys and Girls students of rural area.

Group	N	Mean	S. D.	't'	Remark
Boys	30	50.98	7.55	2.97	N.S.
Girls	30	49.46	7.38		

\* Significant at .05 Level

The above table no. '6' shows the descriptive statistics of the Emotional Intelligence. The Mean of boys 50.98 and for girls 49.46, whereas for male S.D. 7.55 and S.D. for girls 7.38, obtained t-value is 4.61 which is found significant at 0.05 level. Therefore, it can be concluded that the H06 "There will be no significant difference between Emotional Intelligence level of Boys and Girls students of rural area" is selected.

### DISCUSSION:

Aggression and Emotional Intelligence of among college students of Jalgaon District were not found significant. In some research findings are aggression is not only related to offending, but may also relate to emotional deficits that further complete the youth offender profile. In a sample of 88 detained adolescents (average age of 15.57), self-reported aggression was accurately predicted through measures of callous-unemotional traits, described as a lack of guilt and empathy, or a poverty in emotional expression. These measures also predicted self-reported violent delinquency and violent arrest records. Through a task that measured reactions to distressing stimuli, results demonstrated that deficits in response to visual depictions of distress correlated with the highest levels of aggression and of violent delinquency (Kimonis et al., 2007). Colleges are trying to developed their students personality and motivate them for assertive behaviour through developing their Emotional Intelligence. A good behaviour makes best relationship in society.

### CONCLUSION:

The findings of the study revealed that college environment have a strong effect on developing students emotional Intelligence. The study also shows strong relation of aggression and emotional Intelligence. But in this research not found strong significant difference in emotional Intelligence of boys and girls as well as in their aggression level too. It may be the cause of most of colleges providing soft skills and personality development programmes which is help to learn assertiveness and control of their emotions and the same things were found that there is no significant difference in rural and urban area. The findings of the study may be helpful in better understanding for students, Psychologist, Educational counselors and also provide a practical guide for the educational Institutes.

## A Comparative Study on Aggression and Emotional Intelligence among College Students of Rural and Urban Area

### REFERENCES

1. Broidy, L. M., *et al* (2003) Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39(2), 222-245. doi:10.1037/0012-1649.39.2.222
2. Crick, N. R., & Grotpeter, J. K. (1996) Children's treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology*, 8, 367–380.
3. Crick, N. R., & Nelson, D. A. (2002) Relational and physical victimization within friendships: Nobody told me there'd be friends like these. *Journal of Abnormal Child Psychology*, 30, 599–607.
4. Crick, N. R., Casas, J. F., & Ku, H. (1999) Relational and physical forms of peer victimization in preschool. *Developmental Psychology*, 35, 376–385.
5. Crick, N. R., Casas, J. F., & Nelson, D. A. (2002) toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11, 98–101.
6. Ellie L. Young, *et al*. (2010) Relational Aggression among Students: *Principal Leadership*, 12-16
7. Goleman D (1995) *Emotional Intelligence: Why It Matters More Than IQ*. New York: Bantam Books.
8. Kimonis, E., Frick, P., Munoz, L. & Aucoin, K. (2007) Can a laboratory measure of emotional processing enhance the statistical prediction of aggression and delinquency in detained adolescents with callous-unemotional traits? *Journal of Abnormal Child Psychology*, 35, 773-785. doi: 10.1007/s10802-007-9136-1
9. Little, T. D., Jones, S. M., Henrich, C. C., & Hawley, P. H. (2003) Disentangling the “whys” from the “whats” of aggressive behavior. *International Journal of Behavior Development*, 27, 122–133.
10. Mangal SK, Mangal S (2004) *Manual for Mangal Emotional Intelligence Inventory*. Agra: National Psychological Corporation.
11. Salovey P, Mayer JD (1990) Emotional Intelligence. *Imagination, Cognition and Personality*, 9: 185- 211.
12. Sultania, M.K. (2006) Aggression Inventory. National Psychological Corporation, Agra
13. Young, E. L., Boye, A., & Nelson, D. (2006) Relational aggression: Understanding, identifying, and responding in schools. *Psychology in the Schools*, 43, 297–312.
14. www.google.com
15. www.ijip.in
16. www.indabook.org
17. www.iosrjournals.org
18. www.wikipedia.org
19. www.worlib.org